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ABSTRACT

In multiunit high schools such as those in New Jersey's North Hunterdon district, the department chairperson serves as an intradisciplinary Learning Community Leader (intra-LCL). The multielective portion of the school's curriculum in each subject area remains the responsibility of this person, while individual learning communities determine their own curriculum. Learning communities turn to the intra-LCL primarily for resource assistance and for coordination of the learning community program with classes and teachers operating outside the learning community. The intra-LCL can in fact operate as a learning community teacher and, in this role, is responsible to the interdisciplinary Learning Community Leader (inter-LCL), who is charged with budgetary and scheduling duties within the community. This document outlines the responsibilities of the intra-LCL in both aspects of the school program and also discusses operation of resource centers. (Author/PGD)

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Multi-Unit High School

Department Chairperson

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The Multi-Unit High School Program is a comprehensive approach to advancing creativity in secondary schools. It improves student performance within a humanistic environment. It also decentralizes decision making, enabling those affected by decisions to participate in their resolution through consensus techniques. The program places equal emphasis upon meeting the needs of students and providing a rich and varied curriculum. It is a quality educational program designed to enhance student learning within our high schools.

Fred G. Burke
Commissioner

North Hunterdon Regional High School District
Route 31
Annandale, N.J. 08801

MULTI-UNIT HIGH SCHOOL

DEPARTMENT CHAIRPERSON'S MANUAL

BY

DENNIS ENGROFF
PAUL SHANKLIN
THOMAS SHEA

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Lee Burdette MUHS student
Pete Zakroff ZM 2

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Joanne Gargiula MUHS student

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Dario Valcarcel, Jr.
Multi-Unit High School Project Director

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PREFACE

The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a total model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model can produce a school environment which is more open, trusting , cohesive, and positive to staff and students alike via Learning Communities (LC's) and a multi-elective structure.

The MUHS model can be compared to a theatre: the organizational structure provides "the set;" the instructional techniques provide the "script" and "props;" the students, supportive staff, teachers, and administrators are the "players;" and the community provides the financial backing and guidance through the superintendent — the "producer." The project director serves as the "director" of the production. Similar to a successful play, the Multi-Unit High School depends on the interaction of the audience, actors, director, and the community.

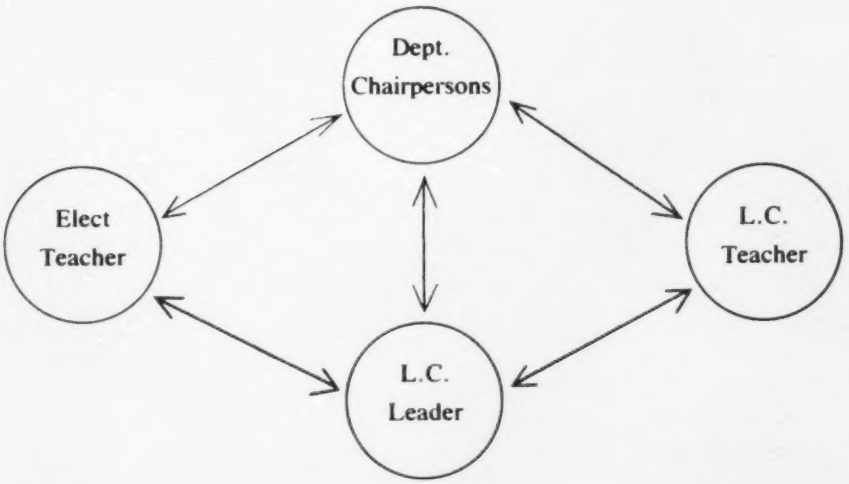
The nine essential players: Project Director, Superintendent, Principal, Assistant Principals, Learning Community Leaders, Department Chairpersons, Guidance Counselors, Learning Community Staff, and Staff Development Specialist each have produced a manual which details the role they play in a successful production. All manuals are interrelated, and it is essential that they be reviewed by all concerned to insure the success of the production or the model.

Dario Valcarcel, Jr.
MUHS Project Director
North Hunterdon Regional High School District
Annandale, N.J. 08801
(201) 735-5191

INTRODUCTION — DEPARTMENT CHAIRPERSONS

The department chairpersons or intra-L.C.L.'s in a Multi-Unit High School play essential roles in maintaining the integrity of subject matter in the learning communities and the multi-elective structure. Teachers in both systems are under their supervision and they are to ensure that the area's philosophy is being fulfilled.

There is a difference between the position of the traditional department chairpersor and the learning community leader. Learning community teachers are directly responsible to their learning community leaders (inter-L.C.L.'s) for fulfilling their students' cognitive and affective needs. The department chairpersons serve as resource people to them and ensure that the area's philosophy is being met. In the multi-elective structure the teachers are directly responsible to the inter-L.C.L. only for the curriculum.



The position of the intra-L.C.L. is analagous to other high school department chairpersons. The department chairpersons ensure coordination and cooperation among teachers in a subject area. The learning community leader ensures coordination and cooperation among teachers in several subjects.

It is interesting to note that in the North Hunterdon Regional High School District model, the department chairperson may also be a team member who serves under a learning community leader.

The following pages outline the similarities and especially the differences between the two roles. Since department chairpersons' roles vary throughout the country, the following manual describes the tasks that are performed at our schools. These may be different than those that exist at your school. It is therefore important to remember that what this project offers is a process, and your tasks may be different to meet your particular needs.

I. Job Description of the Intradisciplinary Learning Community Leader

A. Definition of the position

The intradisciplinary learning community leader (hereafter referred to as intra-L.C.L.) is analogous to the traditional department chairperson.

B. They are resource persons

A resource person is one who is a source of information regarding his discipline. They disseminate this information to all interested parties, e.g., teachers, other learning community leaders, administration, public, school board, students, etc.

C. Tenure

In the North Hunterdon Regional High School District the position of the intra-L.C.L. is for a duration of one school year. It becomes open for the next school year in the previous spring when applications are accepted.

D. Selection

All new applicants for the intra-L.C.L. position are granted interviews which are conducted by the principal and the assistant principal for instruction. The final decision is made by the principal.

II. Multi-Electives and the Intra-L.C.L.

A. Teaching and supervisory roles

All intra-L.C.L.'s are directly responsible to the principal.

1. The intra-L.C.L.'s may be teachers in the multi-elective program. As such, they

share all the responsibilities of the regular teacher while they also assume the responsibilities and duties of an intra-L.C.L.

2. Since the intra-L.C.L.'s in the North Hunterdon Regional High School District carry a 40 to 100 percent teaching load, it would seem that some conflicts are inevitable. One instance might be that an intra-L.C.L. may have classes the same time as teachers under his jurisdiction. This might normally be a problem as far as teacher observations are concerned. However, coverage is always available to the intra-L.C.L. This is true not only in the case mentioned above but also when any other conflicts arise. However, the intra-L.C.L.'s take infinite pains to anticipate these problems and usually arrange their duties to be done during the times when they have no classes. They are first and foremost teachers.

B. Related activities

The intra-L.C.L.'s besides performing normal duties are expected to oversee various other activities which concern their teachers. A few of these are listed below:

1. The intra-L.C.L.'s are responsible for seeking out and arranging for classroom speakers.
2. The intra-L.C.L.'s may arrange for resource persons to work with the department.
3. The intra-L.C.L.'s not only order audio-visual materials but must coordinate dates, times, and places to facilitate teacher usage of such materials. They must also determine the relevance of audio-visual aides to the particular curriculum.
4. The intra-L.C.L.'s are expected to act as public relations persons for the departments. They should publicize news-worthy endeavors of students and teachers. They must grant interviews when feasible. The intra-L.C.L.'s must explain their department's specific program to any or all interested parties and often act as tour guides for visitors.
5. The intra-L.C.L.'s on special occasions arrange for teacher coverage within the department, often assuming this responsibility themselves.
6. At times the intra-L.C.L.'s must explain and/or defend the multi-elective curriculum and budget to the Board of Education and the public.
7. The intra-L.C.L.'s are responsible for processing and promulgating all information from various sources concerning their discipline, e.g., workshops, textbooks, conferences, educational materials, meetings, administrative decisions, etc.
8. The intra-L.C.L.'s must submit monthly reports to the principal via the assistant principal for instruction which include dates, plans, and reports of which grade books have been checked.
9. The intra-L.C.L.'s must notify the assistant principal for instruction of the dates and times of all department meetings.
10. The intra-L.C.L.'s must select one tenured teacher to undergo the same evaluation process as non-tenured teachers and submit the name of that teacher to the principal.
11. Intra-L.C.L.'s shall when necessary and as part of their job be available for a

maximum of two days following the last day of school for teachers.

12. The intra-L.C.L.'s must establish a Department Student Advisory Committee which will meet periodically with the department faculty and will represent the department on the Principal's Curriculum Committee.

13. They must monitor and approve credits granted within the subject area granted via STRIDE (Alternative School).

14. Intra-L.C.L.'s must submit their specific objectives for the department to accomplish during the year. They are responsible for their successful implementation.

15. The intra-L.C.L.'s are evaluated by the principal and the assistant principal for curriculum and instruction on the basis of their successful implementation and/or completion of their stated duties and responsibilities.

16. They check teachers' grade and plan books twice each marking period, initialing them and reporting any lack of cooperation to the assistant principal for instruction.

17. They must conduct at least one monthly departmental meeting. The department must be notified of all meetings at least one day in advance.

18. They must insure that all teachers have emergency lesson plans on file in the resource centers.

19. The intra-L.C.L.'s are accountable for all their teachers during the school day.

20. They must insure that all their teachers become involved in two of the following three types of evaluation:

    a. Self-evaluation
    b. Student evaluation
    c. Peer evaluation

21. One type of evaluation is to take place each semester. The intra-L.C.L.'s must notify the assistant principal for instruction of methods and dates of these evaluations.

22. The intra-L.C.L.'s must review and approve or disapprove all field trip requests.

23. They must keep the department informed of topics discussed at meetings with the principal.

24. The intra-L.C.L.'s must serve as the subject area instructional leaders within their specialty.

25. They must insure that book collections and fines are implemented at the end of each course.

26. They must see that proposals for curriculum revision are submitted at appropriate times and are expedited through the proper channels.

27. They must review the job targets with their respective departments.

28. They must review and revise all Programs of Studies and submit necessary revisions for the following school year.

29. They must insure that course content is as stated in the Program of Studies.

30. They must insure that all teachers have students complete the student-locator cards to be used by teachers in contacting parents if students have academic difficulties or are suspected of cutting classes. Teachers may also use the cards to call parents to indicate progress of students and for reinforcement purposes.

31. The intra-L.C.L.'s must observe all teachers within their department.

32. All departmental requests, regardless of their nature, must be approved by the intra-L.C.L., e.g., room changes, furniture requests, etc.

33. The intra-L.C.L.'s meet with and are responsible for substitute teachers within their departments. They are relieved of non-teaching duties prior to the first class of the day in order to carry out this function.

34. They are responsible for budgeting, ordering, distributing, and keeping an inventory of supplies, materials, and equipment within the curriculum area elective program in coordination with the interdisciplinary learning community leaders.

35. Intra-L.C.L.'s must attend a minimum of three meetings per month. One meeting is with the department. Two meetings are with the principal.

36. Most intra-L.C.L.'s attend other special meetings, such as Curriculum Committee, Student Ranking Committee, and Advisory Board. Most intra-L.C.L.'s meet on a daily basis with the assistant principal for curriculum and instruction and the principal as events dictate.

37. All pertinent information gleaned from any meeting must be transmitted by the intra-L.C.L.'s to their departments.

38. The intra-L.C.L.'s must submit a monthly report to the assistant principal for curriculum and instruction concerning all pertinent activities of their departments. Included in this report are all field trips, contests entered, honors achieved, innovations, social activities, classroom visitors, meeting agendas, proposals, resource center usage, workshops, conferences, etc.

C. Budget

The intra-L.C.L.'s are solely responsible for collating the budget of their particular department, including the resource center.

First, they gather and collate all requests from their department members, making sure that no duplication exists and making cuts wherever necessary.

The intra-L.C.L.'s are informed of any changes in the budget which occur at a higher level. They then apprise the department of the situation and appropriate adjustments are made.

Pending final budget approval, the intra-L.C.L.'s must then make the purchase order requests whenever necessary which then go through the assistant principal for curriculum and instruction, the principal, and the assistant superintendent for business and finance and are then sent to the companies.

Later, they must be cognizant of all materials received. They then must insure proper distribution of materials. They must also be aware of funds expended and any balances which might remain.

All multi-elective budget requests must first be approved by the intra-L.C.L.'s.

D. Scheduling of multi-elective teaching assignments

Each spring, after student enrollments and course choices are finalized, the intra-L.C.L.'s receive a list of class sections for each particular course for the following year.

At this time the intra-L.C.L.'s confer with their teachers concerning their schedules. Their input carries considerable weight in the intra-L.C.L.'s final decision. The schedules are then made up.

The completed schedule is then submitted to the principal for his comments and

recommendations. All teachers are aware of their next year's classes before they leave for the summer.

III. The Learning Community and the Intra-L.C.L.

A. Role

The intra-L.C.L.'s may be teachers in a learning community. As such, they assume all the duties and responsibilities of their fellow teachers in that particular community.

They are subordinate to their interdisciplinary learning community leader as far as learning community projects and activities are concerned. However, they are still solely responsible for their own discipline as are all other learning community members.

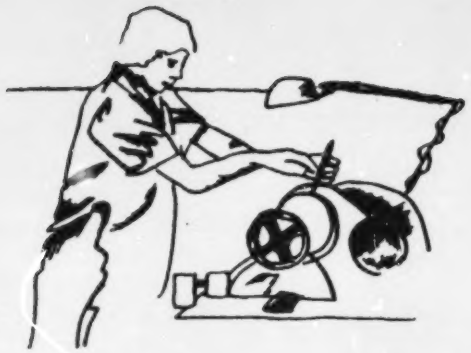
As intra-L.C.L.'s they are still responsible for their particular teachers who may be involved in other learning communities, e.g., observations.

B. Related activities

The intra-L.C.L.'s may be called upon to assist any learning community in a community project or activity which involves his discipline. They might on occasion correlate activities between the learning community and the multi-elective program.

C. Budget

The learning community leaders not the department chairpersons submit budgets to the principal for their learning communities. The intra-L.C.L.'s may be resource persons in the formulation of a L.C. budget.



D. **Scheduling of learning communities**

The learning community leader and the learning community teachers schedule their courses in the block of time that they are given. The intra-L.C.L.'s do not schedule learning community classes.

IV. Common Curriculum Responsibilities to L.C. and Multi-Electives

A. The intra-L.C.L.'s must insure that all performance objectives as stated in the Curriculum Guide are implemented.

B. The intra-L.C.L.'s are responsible for the process of deletion, addition, and revision of curriculum in their discipline. Changes may emanate from teachers, learning community leaders, administration, students, or the Board of Education. The ultimate responsibility for all curriculum rests with the Board of Education.

The first step in curriculum change begins with a formal request and rationale for the change. If a course is to be deleted, the process for the emanator ends here. The request then must go through the administration and to the Board of Education, who make the final determination to delete.

In the case of revising a course or adding a new one, the process differs. The original request and rationale must be accompanied by an outline of the suggested changes. From this point on, the process is the same as stated above.

Once revisions and new courses are approved, the emanator(s) must then complete the Curriculum Guide by the end of the school year. The course is then implemented the following school year.

C. The intra-L.C.L.'s must see that their teachers maintain adequate daily lesson plans which are checked at least twice during each marking period. At this time the intra-L.C.L.'s may make positive suggestions concerning methodology and content.

D. The intra-L.C.L.'s must see that their teachers submit lesson plans that will facilitate proper instruction whenever they are absent.

At the beginning of the year, they must make sure that the teachers submit lesson plans to

be used during an emergency for which daily lesson plans might not be available. These plans are to be kept on file.

E. The intra-L.C.L.'s should observe substitute teachers and make recommendations to the principal. They must also use input from teachers and students in this process.

F. The intra-L.C.L.'s must maintain the integrity of their particular curriculum in the learning community.

G. The intra-L.C.L.'s serve as resource persons to all learning communities concerning the curriculum of their particular discipline.

H. The intra-L.C.L.'s coordinate scheduling between the learning community and the multi-elective system to insure that all students are given the opportunity to take any course they may need or want to pursue. For example, a student may be scheduled during his learning community time to take a course not offered in that community. It is up to the intra-L.C.L.'s to insure that those classes are available to the student during this particular time block, if at all possible or feasible.

V. Resource Center Manual

by: Thomas Shea
Donald Roberts
Richard Jones

The following manual describes the various operations of the resource centers at North Hunterdon and Voorhees. You may find that you will have to change various aspects to fit your needs.

Resource Center Philosophy

The resource center is an integral part of the North Hunterdon Regional High School District. Its philosophy, therefore, must be consistent with that of the school. As such, it

should develop the student's responsibility to himself and others.

The operation of the resource center is the responsibility of the department chairpersons. They organize the center to provide unique learning and guidance experiences that promote individualism, self-direction, and growth in cognitive and affective areas through various activities. They make certain that it offers an opportunity for the student to develop the judicious use of his time.

The center should be designed and utilized as an adjunct or addition to the library and classroom. A learning experience may begin or culminate in the center. The student should be there of his own volition, but this does not preclude the teacher's assigning him to the center.

Students may use the resource center:

1. For independent study
2. For a classroom activity
3. For make-up tests
4. For reading
5. For listening
6. For using TV, filmstrips, video-tapes, etc.
7. For conferences and/or guidance experiences with teachers

The atmosphere and materials should be conducive to learning and relaxing. At the same time, the rights of students using the center should be safeguarded. There must be a happy medium; it must be relaxing, but not too loosely structured or the results would be chaotic.

With these concepts in mind, the resource center experience will meet the needs of the students. The following outline describes the operation of the resource centers in the North Hunterdon-Voorhees model.

Mechanics of Motivation

How do we encourage the student to utilize the resource center? What methods can be employed to foster a desire within the student to participate in the program and facilities offered by the center?

We have several suggestions to offer to teachers:

Getting to know the resource center:

1. Have an orientation to the resource center early in the school year.
2. Arrange group visitations by classes.
3. Have subject area teachers explain the function and purpose of the centers.

Motivation for the use of the resource center:

1. Include within your plans an assignment which will necessitate a class or student to use the resource center.
2. Send several students to the resource center for a specific assignment.
3. Prepare independent study assignments that can only be done in the resource center.
4. Prepare study packets.
5. Place in the resource center several reading materials which become part of your required program.
6. Allow student make-up of tests in the resource center.
7. Prepare activities which may be done in the center.
8. Foster a positive attitude toward the importance of the center.

Procedure for Teachers

To assist in maintaining a conducive atmosphere in the operation of resource

centers, teachers are requested to adhere to these procedures:

1. Be familiar with procedures for student use of the center.
2. Be familiar with the operation of the various AV equipment in the center.
3. Certain materials but no equipment may leave the center. Materials to be allowed distribution from the center will be determined by subject areas. Any borrowed materials must be picked up after the last class of the day and returned before the first class of the next school day.
4. Supervision should be consistent with the procedures stated in the list of procedures for student use of the center.
5. Assist students in their work.
6. Assist the aide in maintaining the proper atmosphere.
7. Engage students in conversation to develop a rapport and atmosphere which may insure a student's further attendance and interest in the center.
8. Teachers are expected to be on time and fulfill their responsibilities.
9. To mandate attendance at the center for an assignment, teachers must make specific learning materials available only at the center, at least for the initial phase of the assignments. If material is not made available, resource center teachers may return students to the classroom or contact the students' teachers as to the availability of the material.
10. Students with definite assignments have preference in use of materials and equipment.
11. Teachers should challenge students to games for motivational purposes.
12. Teachers hopefully will make themselves available at the center from 2:15 - 3:30.

Procedure for Students

To assist in maintaining a conducive

atmosphere, students are requested to adhere to these procedures:

These procedures may be modified by subject area.

1. Students will be admitted to resource centers up to five minutes after the beginning of a class period.
2. All students must sign the register.
3. Students are to remain in the center for at least one period.
4. Students coming to the center from a class must have passes and must sign the register.
5. Conversation must be minimal.
6. The center is not a snacking area.
7. Use of equipment will be supervised by an aide, teacher, or A.V. personnel.
8. Earphones will be used with all audio equipment.
9. No equipment may leave the center.
10. Students having specific assignments will have preference in the use of the center and/or materials.

Evaluation Criteria

Is the resource center concept a success?

We should be able to determine its success by the participation and use by students, by the teachers, by the amount of materials furnished by staff for the participation and completion of activities by students.

We can determine this further by obtaining feedback:

I. Student Feedback
   - A. Survey
   - B. Informal essay
   - C. Conferences
     1. group
     2. individual

II. Teacher Feedback
   - A. Survey
   - B. Informal essay
   - C. Conferences
     1. individual
     2. group

III. Participation Feedback
   - A. Student log
     1. frequency
     2. area of subject
   - B. Teachers

IV. Aide Feedback
   - A. Observation
   - B. Conference
   - C. Informal essay

Summary — Resource Centers and the Intra-L.C.L.

A. The intra-L.C.L.'s are responsible for the resource center budget.

B. The intra-L.C.L.'s are responsible for scheduling teachers for resource center duties, and implementing that schedule.

C. The intra-L.C.L.'s must strive to have the resource center supervised by at least one teacher every period of every day. These resource center duties are a normal part of the teaching contract.

D. They must insure that teachers are making assignments which encourage or require the use of the resource center.

E. The intra-L.C.L.'s must monitor numbers of students utilizing resource centers and the extent of use by indivudal teachers and maintain accurate monthly records.

F. The resource center aides are directly under the supervision of the intra-L.C.L.'s.

G. During resource center time, those teachers on duty are the responsibility of the intra-L.C.L.'s.

VI. Teacher Observations and the Intra-L.C.L.

A. **Purpose**

Observations must be diagnostic, not judgmental. They must build personal and professional self-respect and self-image. They must focus on the immediate situation. They must encourage creativity, variety, and development of the technical skills of teaching.

B. **Types of forms**

In the North Hunterdon Regional High School District, there are two different observation forms used. Form A is used at North Hunterdon High School. Form B is used at Voorhees High School. (See appendix)

C. **Procedure**

1. Frequency
   All non-tenured teachers are observed a minimum of four times a year by the intra-L.C.L.'s. All tenured teachers are observed a minimum of once each year. Additional observations are conducted as circumstances dictate.

2. Format
   Two different observation forms are used in the North Hunterdon Regional High School District.

   a. At North Hunterdon High School the time of the observation is determined by the intra-L.C.L.'s. The teacher to be observed may or may not know the exact time he/she is to be observed.

      The observation period must be a minimum of one mod (20 minutes). During the observation the intra-L.C.L.'s are encouraged to be as unobtrusive and non-threatening as possible. They should not take notes during this time, and they must never criticize the teacher publicly.

Notes on the observation should be made as soon as possible after the observation. As soon as possible the form should be completed and a conference arranged with the teacher who was observed. The time span between the observation and the conference should never be longer than one teaching day.

During the ensuing conference teachers' plan and grade books are checked by the intra-L.C.L.'s. The teacher is then shown his observation report, at which time each point is discussed. The teacher then initials the form to indicate his/her having read it. This in no way indicates agreement or disagreement with the observation. If there is disagreement, the teacher may express this in writing to the administration. Finally, the intra-L.C.L.'s make three copies of the report — one for the administration, one for the teacher, and one for themselves.

b. At Voorhees High School the observation is conducted at a mutually agreed upon time by the teachers and the intra-L.C.L.'s.

A day before the observation is to take place a pre-conference is held between the teacher and the observer. At this conference the intra-L.C.L. checks the grade and plan book of the teacher to be observed. He also discusses with the teacher the observational technique to be used and any behavior the teacher wishes him to be aware of. This may consist of noticing such things as a behavior problem in class and helping the teacher to formulate an appropriate policy, or counting the number of times the teacher says "uh." The day following this conference, the observation takes place.

The observation differs little from that of North Hunterdon except that pencil and paper is taken into class by the observer. These are used to precisely calculate the percentage of time the teacher talks as opposed to the student responses and for other such statistical data. It must here be stated that the

writing being done by he observer is not anecdotal, which might intimidate the teacher.

A conference between the teacher and the observer is held as soon as possible after the observation. This conference concerns information on statistical classroom data, conducting of the class which was observed, and any other pertinent information the observer may wish to relay to the teacher. All this information is then put in written form. The teacher then reads the form, signs it, and is encouraged to write his own comments on the process. The form is then turned over to the assistant pricipal for curriculum and instruction.

c. Weight

The teacher observations made by the intra-L.C.L.'s should in no way be construed as evaluations. The evaluations rest solely with the administration.

Observations are designed to help teachers and to keep the administration informed of the instructional process.

CONCLUSION

The major function of department chairpersons in a Multi-Unit High School is the maintenance of the instructional programs. Department chairpersons insure that all performance objectives as stated in the Curriculum Guide are efficiently and effectively implemented, that assessment and evaluation techniques are followed according to plan, and that program development is conducted in a systematic manner. Also, in this regard, they see that their teachers maintain adequate daily lesson plans and that various alternatives are available and on file for substitutes to use in case of teacher absences from class or school. Further, as process people, they insure that adequate communication is maintained within their department, with other departments, and most of all with each of the learning communities in operation in and out of the high school. Their role is essential in the Multi-Unit Process.

APPENDICES

A. BUDGET REQUEST FORM

B. PURCHASE REQUEST

C. VOORHEES OBSERVATION FORM

D. NORTH OBSERVATION FORM

Appendix A

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

Budget Request Form 19____-19____

ACCOUNT NO.	(2) Fund	(3) Program	(3) Object	(2) Location

PROGRAM NAME _____

Vendor's Name & Address _____

Sub-Program _____

Function of Request _____

Requestioner's Name _____

Date _____

Item	Quantity	Unit	Catalog No.	Description	Unit Cost	Total Cost
				Page Total		

INSTRUCTIONS:

1. All requests must be typed or printed in ink.
2. A unit cost must be filled in for every item.
3. Each form pertains to only one vendor for each account number.
   a. Use a new form for same vendor but different account number.

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Appendix B

PURCHASE REQUEST

19____ - 19____

Business Office
Form No. 1, Rev. 3/1/75

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

Annandale, New Jersey

P.O. No. _____

VENDOR	Description of Object (i.e. textbooks, supplies, equip., etc.)	Program Name
Name:		
Address:	Account Number	Committed Amount
City State Zip Code	Reviewed by the Business Office	
	Asst. to Supt. for Business & Finance	

Ship to: ☐ NORTH HUNTERDON ☐ VOORHEES	Specific Purpose of Purchase	Requisitioner's Name & Date

Quantity	Catalog No.	Description of Items	Unit Price	Total

Approvals	Date of Approvals	Deliver To:	Total this Order
Asst. Principal		Division	Balance to Date
Principal		Room or Area	Less Total of Above Order
Superintendent		Attention of:	New Balance

VOORHEES HIGH SCHOOL OBSERVATION REPORT FORM

Teacher _____ Date _____ Class Title _____

Observer _____ Time _____

After the Pre-conference list:		After the Observation list:	After the Post-Observation Conference list:
Behaviors to be observed	Observational Technique	Observations	Plans for future
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

General Comments:

_____

_____

_____

_____

Analysis of ?

_____

_____

_____

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

OBSERVATION REPORT FORM

Date:_____ Subject:_____ Length of Visit:_____

Teacher:_____ Observer_____

RECOMMENDATIONS:

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

4._____

_____

_____

5._____

_____

_____

COMMENTS:

1._____

_____

2._____

_____

3._____

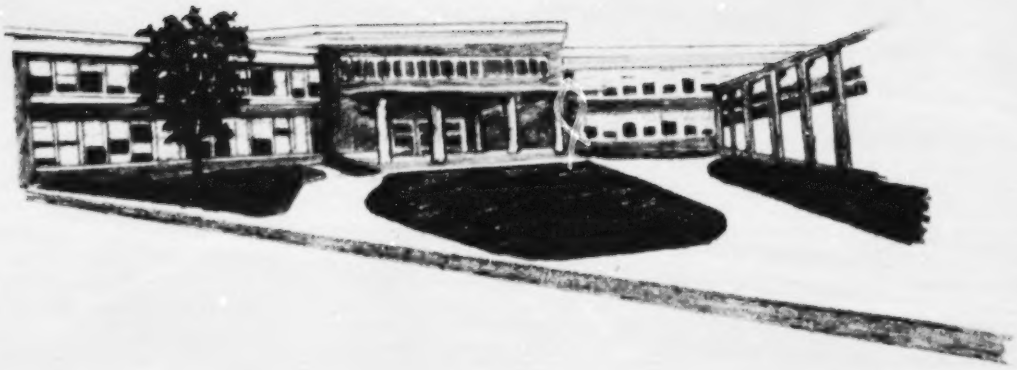
_____

4._____

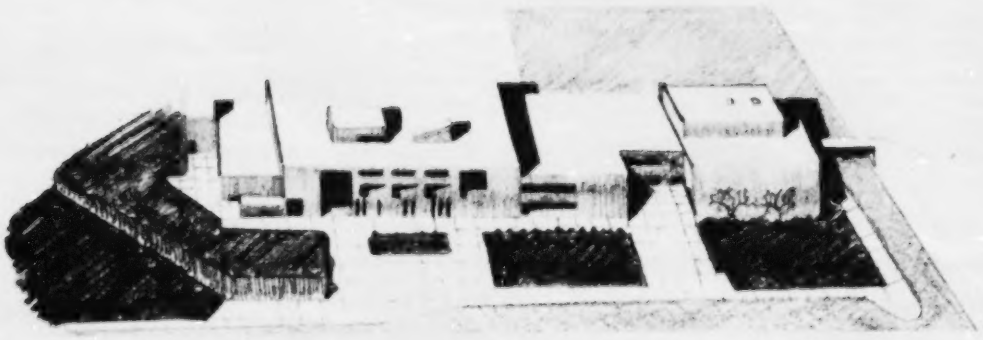
_____

5._____

_____



North Hunterdon



Voorhees